Peralta Community College District

Annual Program Update Template

COA Student Services

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: North Cities One Stop Career Centers (NCOS)

Date: 10/31/2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement:

College of Alameda (CoA) is a two-year community college located in Alameda, California. The College is California's only island-based community college and it offers both park-like tranquility and easy access to urban resources. Having served almost half a million day, evening and weekend students since its 1970 founding, CoA enjoys a well-deserved reputation for excellence in its academic, vocational, and student support programs. The College of Alameda is proud of its strong ties to the City of Alameda and is recognized for its strong partnerships with the local business community in the greater Alameda County.

The vision of CoA is to be a diverse, supportive, and empowering learning community for seekers of knowledge. The college is committed to providing a creative, ethical, and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world. Its mission is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission:

The North Cities One Stop (NCOS) career centers in Alameda and Berkeley are committed to increasing the earnings and skills of Bay Area unemployed and underemployed residents. NCOS provides career track employment for our diverse populations that include: at-risk college students, disabled, economically disadvantaged, minority, dislocated workers, foster youth, reentry, and other underserved individuals. Employment services will be provided at the Alameda One Stop Career Center, conveniently located right on the CoA campus; in addition, the College of Alameda also is the One Stop Operator for the City of Berkeley and the surrounding cities including Emeryville, Albany and Piedmont. Recently, NCOS also has received funding to provide services to Oakland residents as well as any other student enrolled in Peralta, achieving true social equity; now anyone who wants services can be enrolled. With the geographic footprint provided, services can be easily provided to students throughout Northern Alameda County.

Date of Last Comprehensive Program Review:

Date of Comprehensive Program Review Validation:

II.   Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO) (As reported in the most recent program review; cut and paste the goal or AUO from the program review document)	Which institutional goals will be advanced upon completion? (circle all that apply)	Progress on goal or AUO attainment (choose one)	Explanation and Comments (If a goal or AUO is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)

Assessment	1. PCCD Strategic Goals**: Goal A.5 Student Success**; specifically, **increasing student employment**. The North Cities One Stop Career Centers supports PCCD goals and the Chancellor's vision of having career exploration and job placement services available at each campus.
	
	The North Cities One Stop Career Centers is grant funded through the Alameda County Workforce Development Board (ACWDB). The North Cities One Stop Career Centers agree to implement the Performance (Enrollment Goal, Enter Employment and Retention Rates) and Expenditure Goals detailed in the annual contract.
	
	2. College Goals: The North Cites One Stop ties directly into the **CoA Student Success Goal**, with a particular emphasis on assisting underserved individuals, as well as educationally and economically at-risk students.
		Completed: <u>6/30/2016</u>
		        (date)
		
		Revised: <u>7/1/2016</u>
		        (date)
		
		Ongoing: <u>7/1/2016</u>
		        (date)
			2016-17 Contracted Metrics Include:
			
			Adult enrollments: 94
			Dislocated Worker enrollments: 146
			Core registrations: 240
			Minimum number to be registered (Adult + Dislocated + Core): 419

Curriculum (if applicable)	Not Applicable.	Not Applicable.	

Instruction (if applicable)	1. PCCD Strategic Goals**: Goal A.5 Student Success**; specifically, **increasing student employment**. The North Cities One Stop Career Centers supports PCCD goals and the Chancellor's vision of having career exploration and job placement services available at each campus.	Completed: <u>6/30/2016</u>
		        (date)
		
		Revised: <u>7/1/2016</u>
		        (date)
		
		Ongoing: <u>7/1/2016</u>
		        (date)	

	2. College Goals: The North Cites One Stop (NCOS) ties directly into the **CoA Student Success Goal**, with a particular emphasis on assisting underserved individuals, as well as educationally and economically at-risk students. NCOS supports College of Alameda (CoA) student populations with vocational services, with an emphasis on Career Technical Education (CTE) programs.		

Student Success and Student Equity	1. PCCD Strategic Goals**: Goal A.5 Student Success**; specifically, **increasing student employment**. The North Cities One Stop Career Centers supports PCCD goals and the Chancellor's vision of having career exploration and job placement services available at each campus.
	
	2. College Goals: The North Cites One Stop ties directly into the **CoA Student Success Goal**, with a particular emphasis on assisting underserved individuals, as well as educationally and economically at-risk students.
	
	In the current program year, the North Cities One Stop Career Centers has received an additional grant award to serve Oakland residents; in past decades, this has not been possible, creating a gap in service delivery. These new grant funds help create social equity. Oakland residents make up approximately 40% of the student population at College of Alameda, including subpopulations that are the most at-risk and in need of highly individualized employment supports.
		Completed: <u>6/30/2016</u>
		    (date)
		
		Revised: <u>7/1/2016</u>
		    (date)
		
		Ongoing: <u>7/1/2016</u>
		    (date)	

Professional Development, Institutional and Professional Engagement, and Partnerships	1. PCCD Strategic Goals: **2015-16 Goal B, Engage and Leverage Partners.** The North Cities One Stop Career Center has partnered with Merritt College, helping them to establish a career center, supporting the PCCD goal of having employment services available at each campus. 2. College Goals: The North Cites One Stop ties directly into the **CoA Student Success Goal**, with a particular emphasis on assisting underserved individuals, as well as educationally and economically at-risk students. The partnership with Merritt described above assists the CoA One Stop through referrals that help meet the enrollment and outcome goals for CoA's Alameda County Workforce Development Board (ACWDB) contract, creating a mutually beneficial collaboration.	Completed: 6/30/2016 (date) Revised: 7/1/2016 (date) Ongoing: 7/1/2016 (date)	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

    A. **College-wide Student Demographics** – Un- duplicated Annual Amount (age, gender, ethnicity, special populations). **Comments about changes:**

	Annual 2014-2015	Annual 2015-2016	1-Yr
	Student Count	Student Count	Ch
Alameda Total	9,940	10,194	254
Female	5,402	5,630	228
Male	4,275	4,368	93
Unknown	263	196	-67

	Annual 2014-2015	Annual 2015-2016	1-Yr
	Student Count	Student Count	# Ch
Alameda Total	9,940	10,194	254
19 or Less	2,151	2,350	199
20 to 24	3,429	3,486	57
25 to 29	1,723	1,719	-4
30 to 34	866	922	56
35 to 39	558	555	-3
40 to 49	671	637	-34
50 +	542	525	-17

	Annual 2014-2015	Annual 2015-2016	1-Yr
	Student Count	Student Count	# Ch
Alameda Total	9,940	10,194	254
African-American	1,971	1,866	-105
American Indian/Alaskan Native	26	27	1
Asian	2,817	2,925	108
Filipino	339	377	38
Hispanic	2,140	2,375	235
Multi-Ethnicity	466	484	18

Pacific Islander	47	59	12
Unknown	582	526	-56
White Non-Hispanic	1,552	1,555	3

B. Enrollment by Program/Services. Comments about changes:

CalWORKs

	Annual 2014-2015 Student Count	Annual 2014-2015 Student Count (%)	Annual 2015-2016 Student Count	Annual 2015-2016 Student Count (%)	1-Yr Chg #
Alameda Total	112		92		-20
County-Referred Program Participant	33	29.46%	31	33.70%	-2
Self-Initiated Program Participant	3	2.68%		0.00%	-3
Self-Referred Program Participant	76	67.86%	61	66.30%	-15

DSPS

	Annual 2014-2015 Student Count	Annual 2014-2015 Student Count (%)	Annual 2015-2016 Student Count	Annual 2015-2016 Student Count (%)	1-Yr Chg #
Alameda Total	612	26.54%	549	25.05%	-63
Acquired Brain Injury	31	5.07%	26	4.74%	-5
Developmentally Delayed Learner	37	6.05%	48	8.74%	11
Hearing Impaired	20	3.27%	17	3.10%	-3
Learning Disabled	99	16.18%	72	13.11%	-27
Mobility Impaired	80	13.07%	58	10.56%	-22
Other Disability	275	44.93%	233	42.44%	-42

Psychological Disability	51	8.33%	72	13.11%	21
Speech/Language Impaired	3	0.49%	2	0.36%	-1
Visually Impaired	16	2.61%	21	3.83%	5

EOPS/CARE

	Annual 2014-2015	Annual 2014-2015	Annual 2015-2016	Annual 2015-2016	1-Yr Chg
	Student Count	Student Count (%)	Student Count	Student Count (%)	#
Alameda Total	10,056	19.79%	10,309	19.78%	253
EOPS and CARE participant	27	0.27%	39	0.38%	12
EOPS participant	537	5.34%	609	5.91%	72
Not an EOPS/CARE participant	9,492	94.39%	9,661	93.71%	169

Counseling

	2014-15 Services	2015-16 Services	1-Yr Chg
	Received #	Received #	#
Alameda	17,649	16,780	(869)
Academic/Progress Probation Services	2,365	488	(1,877)
Counseling/Advisement Services	7,273	7,074	(199)
Education Plan Services	2,973	3,129	156
Other Services	5,038	6,089	1,051

Assessment and Orientation

	2014-15 Services Received #	2015-16 Services Received #	1-Yr Chg #
Alameda	3,515	4,929	1,414
Initial Assessment Services Placement	2,240	2,598	358
Initial Orientation Services	1,275	2,331	1,056

Veteran Services

Count of EMPLID	Column Labels				
Row Labels	1144	1152	1154	1162	Grand Total
American Indian	1		2	1	4
Asian	36	35	25	20	116
Black / African American	38	34	20	24	116
Hispanic / Latino	18	23	20	16	77
Pacific Islander	3	3	6	6	18
Two or More	8	8	4	9	29
Unknown / NR	7	8	8	6	29
White	29	27	25	29	110
Grand Total	140	138	110	111	499

CAMPUS_ID	2

Count of EMPLID	Column Labels				
Row Labels	1144	1152	1154	1162	Grand Total
F	37	37	31	30	135
M	96	93	73	75	337

X	7	8	6	6	27
Grand Total	**140**	**138**	**110**	**111**	**499**

CAMPUS_ID	2

Count of EMPLID	Column Labels				
Row Labels	1144	1152	1154	1162	Grand Total
Age 20-24	34	31	26	26	117
Age 25-39	65	75	59	59	258
Age<20	7		2	1	10
Age>=40	34	32	23	25	114
Grand Total	**140**	**138**	**110**	**111**	**499**

C. Student Success (retention and successful completion rates, # of student contacts, etc. NOTE). **Comments about changes:**

NOTE.

* Enrollment count is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW,W,DR
* Retention rate is number of enrollments with grade of A,B,C,D,F,P,NP,I*,IPP,INP,FW divided by Enrollment Count
* Successful Completion Rate is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP divided by Enrollment Count

College-wide

	Fall 2014	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2015
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda Total	11,426	80.79%	63.55%	12,383	82.66%	66.53%
Delayed Interaction (Internet Based)	2,141	77.86%	57.68%	3,250	77.66%	58.92%

	Credit Enrollment Count	Credit Retention Rate	Credit Success Rate	Credit Enrollment Count	Credit Retention Rate	Credit Success Rate
Non Distance Education Methods	9,285	81.46%	64.90%	9,133	84.44%	69.23%
	Spring 2015	Spring 2015	Spring 2015	Spring 2016	Spring 2016	Spring 2016
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda Total	12,099	81.27%	66.29%	12,378	83.25%	67.80%
Delayed Interaction (Internet Based)	2,720	77.13%	59.01%	3,419	79.96%	60.40%
Non Distance Education Methods	9,379	82.47%	68.40%	8,959	84.51%	70.62%

CARE

	Fall 2014	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2015
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda						
CARE - Cooperative Agencies Resources for Education Total	43	93.02 %	90.70 %	83	92.77 %	66.27 %
Delayed Interaction (Internet Based)	8	87.50 %	87.50 %	16	87.50 %	62.50 %
Non Distance Education Methods	35	94.29 %	91.43 %	67	94.03 %	67.16 %
	Spring 2015	Spring 2015	Spring 2015	Spring 2016	Spring 2016	Spring 2016
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda						
CARE - Cooperative Agencies Resources for Education Total	56	83.93 %	67.86 %	59	84.75 %	59.32 %
Delayed Interaction (Internet Based)	14	85.71 %	50.00 %	13	92.31 %	46.15 %
Non Distance Education Methods	42	83.33 %	73.81 %	46	82.61 %	63.04 %

CalWORKs

Fall 2014	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2015
Credit	Credit	Credit	Credit	Credit	Credit
Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate

	Fall 2014 Credit Enrollment Count	Fall 2014 Credit Retention Rate	Fall 2014 Credit Success Rate	Fall 2015 Credit Enrollment Count	Fall 2015 Credit Retention Rate	Fall 2015 Credit Success Rate
Alameda						
CalWORKs - California Work Opportunity & Responsibility to Kids Total	193	79.79 %	70.47 %	159	82.39 %	59.12 %
Delayed Interaction (Internet Based)	31	74.19 %	64.52 %	32	78.13 %	53.13 %
Non Distance Education Methods	162	80.86 %	71.60 %	127	83.46 %	60.63 %

	Spring 2015 Credit Enrollment Count	Spring 2015 Credit Retention Rate	Spring 2015 Credit Success Rate	Spring 2016 Credit Enrollment Count	Spring 2016 Credit Retention Rate	Spring 2016 Credit Success Rate
Alameda						
CalWORKs - California Work Opportunity & Responsibility to Kids Total	190	80.53 %	62.63 %	98	91.84 %	78.57 %
Delayed Interaction (Internet Based)	36	66.67 %	44.44 %	21	100.00 %	76.19 %
Non Distance Education Methods	154	83.77 %	66.88 %	77	89.61 %	79.22 %

DSPS

	Fall 2014 Credit Enrollment Count	Fall 2014 Credit Retention Rate	Fall 2014 Credit Success Rate	Fall 2015 Credit Enrollment Count	Fall 2015 Credit Retention Rate	Fall 2015 Credit Success Rate
Alameda						
DSPS - Disabled Students Programs & Services Total	796	87.44 %	65.45 %	839	86.65 %	67.70 %
Delayed Interaction (Internet Based)	47	85.11 %	65.96 %	100	80.00 %	60.00 %
Non Distance Education Methods	749	87.58 %	65.42 %	739	87.55 %	68.74 %

	Spring 2015 Credit Enrollment Count	Spring 2015 Credit Retention Rate	Spring 2015 Credit Success Rate	Spring 2016 Credit Enrollment Count	Spring 2016 Credit Retention Rate	Spring 2016 Credit Success Rate
Alameda						
DSPS - Disabled Students Programs & Services Total	751	86.42 %	69.91 %	741	87.85 %	73.82 %
Delayed Interaction (Internet Based)	38	76.32 %	63.16 %	56	85.71 %	62.50 %
Non Distance Education Methods	713	86.96 %	70.27 %	685	88.03 %	74.74 %

EOPS

	Fall 2014	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2015
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda						
EOPS - Extended Opportunity Programs & Services Total	1,316	83.59 %	65.43 %	1,244	85.77 %	71.06 %
Delayed Interaction (Internet Based)	158	82.91 %	61.39 %	213	81.69 %	68.54 %
Non Distance Education Methods	1,158	83.68 %	65.98 %	1,031	86.61 %	71.58 %

	Spring 2015	Spring 2015	Spring 2015	Spring 2016	Spring 2016	Spring 2016
	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Alameda						
EOPS - Extended Opportunity Programs & Services Total	1,041	85.78 %	72.33 %	1,322	87.44 %	73.68 %
Delayed Interaction (Internet Based)	119	82.35 %	68.07 %	200	82.50 %	62.50 %
Non Distance Education Methods	922	86.23 %	72.89 %	1,122	88.32 %	75.67 %

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable). **Comments about changes:**

N/A

E. Other program specific data or unplanned events that reflect significant change in the program.

N/A

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

In relation to Student Success goals, the North Cities One Stop will provide an array of career / employment related services to underserved populations, including:

1. **Basic Skills Deficient** – An individual that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. Criteria used to determine whether an individual is basic skills deficient includes the following:

   - Lacks a high school diploma or high school equivalency and is not enrolled in secondary education.
   - Enrolled in a Title II Adult Education/Literacy program.
   - English, reading, writing, or computing skills at an 8.9 grade level or below.
   - Determined to be Limited English Skills proficient through staff-documented observations.

2. **Low-Income** – An individual that meets one of the following criteria:

- Receives, or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through the supplemental nutrition assistance program (SNAP), temporary assistance for needy families program (TANF), supplemental security income program (SSI), or state or local income-based public assistance.
- Has received with the past school year, a Board of Governor's (BOG) community college fee waiver.
- In a family with total family income that does not exceed the higher of the following:
  - The poverty line.
  - 70 percent of the Lower Living Standard Income Level.
- A homeless individual.

3. **Disabled Individuals** – An individual with a disability whose own income does not exceed the income requirement for eligibility to the program, but is a member of a family whose total income does.

4. **Veterans** – Not only Veterans, but also eligible spouses of Veterans who otherwise meet the eligibility requirements for participation in Department of Labor (DOL) funded programs. The Veterans' Benefits, Health Care, and Information Technology Act of 2006 ensures this priority of service in federally funded programs.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

The North Cities One Stop will provide an array of vocational assessment, case management, and job placement services to at-risk and underserved populations (including students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic probation).

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

N/A

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

N/A

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

N/A

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

N/A

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

N/A

VI. Additional Questions

A. For CTE (NOT APPLICABLE):

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

B. For Counseling (NOT APPLICABLE):

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

C. For Library Services (NOT APPLICABLE):

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below.

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			

	This Academic Year	Previous Academic Years (s)	Explanation of Changes
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			

E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

Survey Methodology – The North Cities One Stop uses a variety of methods to survey its customers. In addition, the One Stop uses a "dual customer" approach, where the student/jobseeker is one distinct customer, and employers are also another critical partner in need of satisfaction evaluation. Surveying methods are extensive and as follows:

1. *Consumer Suggestion Boxes* – In order to give consumers the opportunity to be actively involved in the ongoing program development process, consumer suggestion boxes are placed in the Resource Room. Customers are encouraged by program staff to complete the suggestion cards and place them in the box. All suggestions are confidential. Suggestion cards are regularly collected by identified staff (at least weekly), and given to the Director.

2. *Employer Partners Survey*: employers will receive surveys tailored to their needs. At job fairs and similar events, they will be surveyed by KRA Group, a business services partner, using a paper survey. For those that come in to do On Site Recruitments at the One Stop, they will receive an online "survey monkey."

3. *Website* – Employers, customers, visitors, or anyone may provide direct feedback using the "Contact Us" portal on the College of Alameda website.

Acting on customer feedback – The North Cites One Stop (NCOS) seeks to be responsive and actively utilizes information obtained from of consumers served and stakeholders represented:

1. *Customer input* – NCOS utilizes consumer input as a basis to inform programmatic and management decisions. Input may come from comments in suggestion boxes, satisfaction surveys, or other methods listed above.

2. *Hiring customers* – NCOS occasionally hires jobseekers, including: temporary training, student worker positions, as well as consideration for open regular hire or independent contractor positions. Recently, a customer was hired for a Career Center Technician at our Berkeley office. In the process of becoming staff, former customers become involved in the department in a different manner and find a new voice to provide feedback about the services provided. This perspective is extremely valuable.

3. *Summary report to funder* – A summary report is prepared of all consumer satisfaction, employer, and other surveys. This is reviewed by our funders. They in turn provide feedback to staff regarding annual progress in customer satisfaction.

   - Briefly describe any changes that have impacted the work of your unit.

1. *System wide* – Under the Workforce Investment Act, a long series of workshops called "Steps to Success" was required of all participants prior to enrollment into the program. However, for some jobseeker customers with advanced skillsets, this has created a bottleneck to enroll in needed intensive services. Therefore, under the Workforce Innovation and Opportunity Act, these workshops have been streamlined and are optional, to facilitate more rapid enrollment.

2. *Accommodation* – A jobseeker had requested a high contrast keyboard for use at the Berkeley One Stop; the request was quickly reviewed through the North Cities Request for Accommodations Policy, and a high contrast keyboard was purchased for use at the site. Additionally, one was purchased for the One Stop at the College of Alameda to have the same level of accommodation available at both sites. These are not only available for the customer that requested it, but for any customer with that need. This further expands our available equipment to support jobseekers with special needs.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent	Program Goal (cut and paste from	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E)

	Program Review?	**program review)**				**(list the goal)**
Staff Services Specialist	No	N/A	Yes	The Staff Services Specialist will allow Case Management and Supervisory staff to focus on core responsibilities, improving service delivery to students.	The North Cities One Stop Career Centers supports College of Alameda (CoA) student populations with vocational services, with an emphasis on Career Technical Education (CTE) programs.	The North Cities One Stop Career Centers supports PCCD goals of having career exploration and job placement services available at each campus.

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	**Already Requested in Recent Program Review?**	**Program Goal (cut and paste from program review)**	**Connected to Assessment Results and Plans?**	**Contribution to Student Success**	**Alignment with College Goal (list the goal)**	**Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)**

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016